

# Utilizing Technology to Engage Learners

**RICA: Session 4**  
**By Chuck Branch**



# Technology



- Children spend **14** hours per week watching TV and **2.75** hours per week using home computers (Bauleke & Herrmann, 2010).



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- Teens spend **72+** hours per week using electronic media (Bauleke & Herrmann, 2010).

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- Bauleke & Herrmann (2010) cited studies showing teens' top tech gadgets:

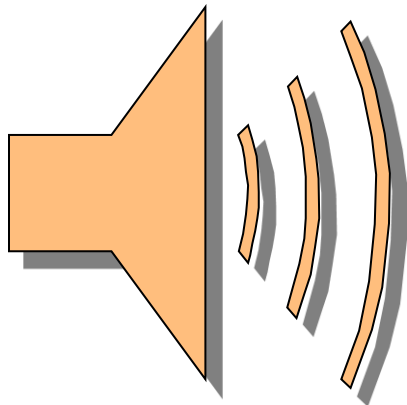
- 1. computer,
- 2. cellular phone, and
- 3. iPod / MP3 player.



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- Have you ever listened to teenagers chant the lyrics to a favorite song?



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- How many students remember what they learned in class yesterday?



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Teenagers retain more instructional information for longer periods when it includes some emotional experience (Bauleke & Herrmann, 2010).



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Bauleke & Herrmann (2010) shared results of an *iPod* project in which four eighth grade honors classes selected songs from their *iPods* to connect with various literary elements in *The Outsiders* by S.E. Hinton.





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- The instructors selected multiple scenes from *The Outsiders* that illustrated
  - rising action,
  - introduction of new characters,
  - climax, and
  - falling action.



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- Each student selected two scenes from the novel, and chose songs from their *iPods* or the school's server that best matched the theme of their scenes.



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- After selecting music for their two scenes, students:
  - analyzed the song lyrics,
  - reviewed the scenes,
  - described the thematic connections between the song and the scene, using text from both sources,
  - gave examples of literary and poetic devices, and
  - described how the songs complemented the scenes (Bauleke & Herrmann, 2010).



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## Differentiating the *iPod* Project

- Use Venn Diagrams instead of the writing prompts to compare and contrast songs with scenes from the novel.
- Have students choose the final product:
  - Microsoft Photo Story
  - PowerPoint presentation
  - Video recording
  - Podcast
  - Radio broadcast



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## Teacher Observations:

- Students were enthusiastic about using technology.
- Students liked having choices that gave them ownership in their learning.
- Students were engaged throughout the project.
- Students applied what they had learned to future projects.

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The teacher's role shifts to more of a coach and facilitator when students are given more authentic tasks and goals (Vogt & Shearer, 2007).

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## Using Technology With Students

(1) Listen to the following theme song from a popular movie.

(2) Working with teachers at your table, brainstorm some stories that are thematically related to this theme song.

- <http://asuwalk.uwyo.edu/~dwwilson/jaws.mid>

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## Using Technology With Students

- (3) How could teachers complete the *iPod* project without using *iPods*?
- (4) What are some advantages of learning activities like the *iPod* project?



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## Using Technology With Students

(5) Brainstorm with the teachers at your table about how you can utilize technology with your students.

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Today's adolescents are very adept to change, being the **first generation** to grow up fully linked to the **internet** (Gambrell, Morrow, & Pressley, 2007).

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- **Culturally responsive teachers must adapt and evaluate instruction to meet the changing needs of their students.**

# Technology: Glogster



**GLOGSTER.EDU**

**<http://edu.glogster.com>**

(Free – Especially for educators)

# Technology: Glogster



- **Graphics:** Click it; Use it
- **Text:** Bubbles and Titles
- **Image:** Upload; Use it
- **Video:** *SchoolTube* Videos; Upload
- **Sound:** Upload or link
- **Data:** Premium options
- **Draw:** Premium options
- **Wall:** Changes background

# Technology: Glogster



## Sample GLOGS

- <http://cebranch.edu.glogster.com/bio>
- <http://cebranch.edu.glogster.com/myths>
- <http://patrix.glogster.com/googles-new-zurich-office>
- <http://jcayton.edu.glogster.com/thinking-maps>

# Technology and Writing

*ePals* is a free resource for student blogs and classroom connections to schools around the country. Go to [www.ePals.com](http://www.ePals.com) for an overview.



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## References

Bauleke, D. S. & Herrmann K. E. (2010). Reaching the “ibored”.  
*Middle School Journal*, 41(3), 33-38.

Gambrell, L. B., Morrow, L. M., & Pressley, M. (Eds.). (2007).  
*Best practices in literacy instruction* (3<sup>rd</sup> ed.). New York, NY:  
Guilford Press.

Vogt, M. & Shearer, B. A. (2007). *Reading specialists and literacy coaches in the real world* (2<sup>nd</sup> ed.). Boston, MA: Allyn & Bacon.